

**ART**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (EYFS)	Topic	<b>My Local Area</b>	<b>Our Community</b>	<b>Family and Community</b>	<b>Wider World</b>	<b>Wider World</b>	<b>Wider World</b>
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore Pablo Picasso.</li> <li>To explore collage.</li> <li>To create different representations of facial features using shapes.</li> <li>To create a self-portrait in the style of Picasso.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Jackson Pollock.</li> <li>To explore colour mixing.</li> <li>To use the drip method to create firework artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Da Vinci.</li> <li>To explore pencils tone and shade.</li> <li>To copy shapes to represent emergency vehicles in the style of Da Vinci.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Grayson Perry.</li> <li>To explore clay tools in play dough.</li> <li>To create a 3D sculpture of an animal they have learnt about so far.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Georgia O'Keefe.</li> <li>To explore pencils.</li> <li>To observationally draw pictures of plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Aysa Kozina.</li> <li>To explore printing paint.</li> <li>To explore pattern.</li> <li>To create artwork of vehicle tracks and footprints of animals.</li> </ul>
	End Point	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Use a range of small tools, including scissors, paintbrushes, and cutlery.					
Reception (EYFS)	Topic	<b>My Local Area</b>	<b>Our Community</b>	<b>Family and Community</b>	<b>Wider World</b>	<b>Wider World</b>	<b>Wider World</b>
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore the artist, Roy Lichtenstein.</li> <li>To mix primary colours.</li> <li>To create a self-portrait in the style of Roy Lichtenstein.</li> <li>To use the medium of paint and printing.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Jackson Pollock.</li> <li>To create firework artwork based on the style of Jason Pollock.</li> <li>To mix secondary colours.</li> <li>To explore Rahul Swami and becoming recognised in the World Book Records for Rangoli art.</li> <li>To explore shapes in Rangoli patterns.</li> <li>To use a variety of materials to create a Rangoli pattern.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Mike Winkelmann.</li> <li>To create a digital piece of artwork using the program paint.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Grayson Perry.</li> <li>To create a sculpture of a farm animal using clay and other materials.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Georgia O'Keefe.</li> <li>To create an observational drawing of plants.</li> <li>To use the mediums of pencil, pastel and oil pastels.</li> </ul>	<ul style="list-style-type: none"> <li>To explore Aysa Kozina.</li> <li>To use materials and manipulate paper to sculpt fish.</li> <li>To use a variety of mediums learnt to colour the sculpture.</li> </ul>
	End Point	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Use a range of small tools, including scissors, paintbrushes and cutlery.					
KS1 Cycle A	Topic	<b>Drawing: Observational Drawing</b>	<b>Painting: Still Life</b>	<b>Painting: Impressionism</b>	<b>Sculpture: Clay</b>	<b>Painting: Pointillism</b>	<b>Mixed Media</b>
	Enquiry Question	How can I create a self-portrait inspired by Vincent van Gogh?	How can I create a still life painting based upon the work of Paul Cezanne?	How can I create a woodland painting inspired by Monet?	How can I create a clay sculpture of an animal inspired by local artists Henry Moore and Barbara Hepworth?	How can I create an animal painting using a pointillism style based upon the work of Edward Tingatinga?	How can I create a mixed media rainforest piece based upon the work of Henri Rousseau and Frederick Edwin Church?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To use observational drawing skills to create a self-portrait.</li> <li>To use a mirror to copy shapes, lines, and colour from their own faces.</li> <li>To learn basic drawing theory in relation to the position of eyes, ears, nose, and mouth.</li> <li>To create hair-like texture by drawing strands.</li> </ul> <p>To add details such as freckles or distinguishable features.</p>	<ul style="list-style-type: none"> <li>To build upon previously taught observational drawing skills, pupils will create a still-life image of healthy foods such as fruit or vegetables.</li> <li>To explore artists who have produced still life images such as Cezanne, Lichtenstein, Audrey Flack, and Maya Koptiseva.</li> <li>To compare different artists in this discipline.</li> <li>To learn basic colour mixing theory to create the colours needed in their still life.</li> <li>To learn to draw a sketch composition first and add colour.</li> <li>To explore the effect of adding white highlights to objects in their paintings.</li> </ul>	<ul style="list-style-type: none"> <li>To build upon previously taught painting skills, pupils will learn about the Impressionist movement and the artist Monet.</li> <li>To create a woodland painting inspired by Monet, using a variety of brushstrokes to add texture.</li> <li>To learn different brushstrokes that can be used and evaluate these.</li> <li>To build upon prior colour mixing knowledge by mixing various shades of green.</li> </ul>	<ul style="list-style-type: none"> <li>To create a clay sculpture of an animal inspired by the local artists Henry Moore and Barbara Hepworth.</li> <li>To compare the similarities of these two artists.</li> <li>To learn about sculpture as an artform.</li> <li>To shape clay by pulling and smoothing.</li> <li>To explore interweaving separate pieces of clay, utilizing the stylistic holes in their sculptures.</li> <li>To explore the idea of abstract art and abstract sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the work of Edward Tingatinga.</li> <li>To create an animal painting using a pointillism style.</li> <li>To explore the work of other similar artists such as Lichtenstein, Seurat, and Simon Mpata.</li> <li>To use printing tools to recreate a style.</li> <li>To paint onto ceramic tiles and evaluate the different skills and considerations that this requires.</li> </ul>	<ul style="list-style-type: none"> <li>To create a mixed media piece drawing on skills covered so far and introducing collage as a media.</li> <li>To create a rainforest scene by layering perspectives – background, midground and foreground.</li> <li>To cut and tear pieces of paper.</li> <li>To explore the artists Henri Rousseau and Frederick Edwin Church.</li> <li>To add a fabric element.</li> </ul>
	End Point	Pupils will use observational drawing skills to create a self-portrait.	Pupils will use still life drawing skills to create a still-life image of healthy foods such as fruit or vegetables.	Pupils will create a woodland painting inspired by Monet, using a variety of brushstrokes to add texture.	Pupils will create a clay sculpture of an animal inspired by the local artists Henry Moore and Barbara Hepworth.	Pupils will create an animal painting on a ceramic tile, using a pointillism style.	Pupils will create a mixed media rainforest scene by layering perspectives – background, midground and foreground.

**ART**

	Topic	Painting	Sculpture	Textiles	Painting	Collage	Photography Drawing
KS1 Cycle B	Enquiry Question	How can I create a piece of rock art based upon the work of the artist Robert Rizzo?	How can I create a papier mache sculpture based upon the work of the artist Roberto Benevidez?	How can I create an abstract layered textile piece based upon the work of Julie Shackson?	How can I create a piece of abstract art based upon the work of Kandinsky?	How can I create an African savannah scene based upon the work of Rosemary Karuga?	How can I create a photograph scene of an evacuation and a life drawing of a WW2 evacuee based upon historical evacuation photographs?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To develop painting skills by learning to use large and small brushes for different purposes.</li> <li>To lay a background colour using a large brush, then add patterns and details using a fine brush.</li> <li>To record their planning and testing process using their sketchbooks and evaluate their final piece against the VIPs and skills learned.</li> <li>To explore the work of contemporary rock painting artists such as Roberto Rizzo.</li> </ul>	<ul style="list-style-type: none"> <li>To use paper mâché to sculpt a planet, applying layers of mâché over a balloon for structure.</li> <li>To explore the work of Roberto Benavidez and look at how paper mâché can be used to form a shape.</li> <li>To apply paper mâché smoothly and evenly.</li> <li>To know that paper mâché is made from layers of paper and an adhesive mixture.</li> <li>To learn how to achieve the correct consistency of paper mâché – layering more paper or more adhesive as needed.</li> <li>To use prior knowledge of brush types to add detail to their sculptures.</li> <li>To record their process in their sketchbook and evaluate their final piece against the VIPs and skills learned.</li> </ul>	<ul style="list-style-type: none"> <li>To create an abstract layered textile piece to represent the ocean.</li> <li>To explore the work of Julie Shackson.</li> <li>To learn how to perform a running stitch, how to thread a needle, and how to tie a knot.</li> <li>To learn to join two pieces of fabric by stitching them together.</li> <li>To understand the meaning of the word abstract.</li> <li>To record their process in their sketchbook and evaluate their final piece against the VIPs and skills learned.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of Kandinsky, in particular his concentric circles.</li> <li>To link this abstract unit to previous abstract work by Julie Shackson.</li> <li>To learn the names of primary colours - red, yellow and blue, and learn how to mix these to create the secondary colours orange, purple and green.</li> <li>To explain why the primary colours are unique.</li> <li>To learn how to paint effectively – learning the skills needed to mix colours, wash brushes and blot excess water.</li> <li>To learn to control paint and apply colour in a careful pattern.</li> <li>To record their process in their sketchbook and evaluate their final piece against the VIPs and skills learned.</li> </ul>	<ul style="list-style-type: none"> <li>To create the background for an African savannah scene using collage.</li> <li>To learn how to tear paper accurately using their fingers, and how to layer this to form an effective collage.</li> <li>To explore the work of Kenyan artist Rosemary Karuga.</li> <li>To form a colour palette based on images of the savannah and collect paper to reflect this palette.</li> <li>To layer animal silhouettes on top of this collage to create a savannah scene.</li> <li>To record their process in their sketchbook and evaluate their final piece against the VIPs and skills learned.</li> </ul>	<ul style="list-style-type: none"> <li>To collaborate on a group project - creating a posed photograph representing a group of evacuees.</li> <li>To explore historical photographs of evacuees and reflect on their expressions and body positions.</li> <li>To engage in life drawing, drawing body position from a live model who is taking on an evacuee role.</li> <li>To explore their body position and expression in response to different stimuli.</li> <li>To recognise photography as an art form.</li> <li>To record their process in their sketchbook and evaluate their final piece against the VIPs and skills learned.</li> </ul>
	End Point	Pupils will reflect on their individuality by creating a unique painted fish design onto a stone.	Pupils will use paper mâché to sculpt a planet, applying layers of mâché over a balloon for structure.	Pupils will create an abstract layered textile piece to represent the ocean.	Pupils will create an abstract layered textile piece to represent the ocean.	Pupils will create a layered collage piece to represent the African savannah.	Pupils will create photograph scene of an evacuation and a life drawing of a WW2 evacuee based upon historical evacuation photographs
LKS2 Cycle A	Topic	<b>Drawing: Paint and ink</b>	<b>Drawing: Mark-Making</b>	<b>Textiles: Antarctic scene on fabric</b>	<b>Sculpture: Clay pot</b>	<b>Drawing: Portraits</b>	<b>Painting: Amazon Rainforest</b>
	Enquiry Question	How can I create a self-portrait and water colour wash inspired by Quentin Blake?	How can I apply my skills of hatching and cross hatching to create a sketch of a scene from Operation Gadget Man?	How can I create an Antarctic scene on fabric inspired by the Mayan images?	How can I create a clay pot inspired by the Mayans?	How can I create a portrait of a former Egyptian leader?	How can I create a rainforest scene inspired by the work of John Dyer and Nixiwaka Yanawawa?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore water colour painting the effects of paint when applied indifferently way.</li> <li>To add water colour paint to a pictures or sketches of 'George's Marvellous Medicine' Illustrations.</li> <li>To create a self-portrait, use water colour paint.</li> </ul>	<ul style="list-style-type: none"> <li>To use different pencil techniques to create a cross hatch effect.</li> <li>To use different pencil techniques to create facial expressions.</li> <li>To create a sketch of a scene from Operation Gadget Man.</li> </ul>	<ul style="list-style-type: none"> <li>To create an image inspired by the Mayans.</li> <li>To use printing and stitching to add detail to an image.</li> <li>To add layering and texture to an image.</li> </ul>	<ul style="list-style-type: none"> <li>To design a clay pot inspired by the Mayans.</li> <li>To use clay techniques to make a Mayan inspired pot.</li> <li>To add Mayan imagery to my clay pot.</li> </ul>	<ul style="list-style-type: none"> <li>To draw an Egyptian style self-portrait.</li> <li>To use shading and highlighting to create light and dark.</li> <li>To create an Egyptian portrait.</li> </ul>	<ul style="list-style-type: none"> <li>To mix tertiary colours to make the background for my rainforest painting.</li> <li>To paint leaves and plants using tertiary colours.</li> <li>To paint rainforest wildlife onto my rainforest scene.</li> </ul>
End Point	Pupils will create a self-portrait by drawing upon previously taught skills and applying them to the style of Quentin Blake. They will mix watercolours and paint a basic image that can be worked into when dry using pen. Applying a line drawing over the painted image.	Pupils will create a sketch of a scene from Operation Gadget Man.	Pupils will create an Antarctic scene on fabric by exploring various methods of colouring fabric, such as dyeing and painting.	Pupils will create a Mayan-inspired clay coil pot.	Pupils will create a portrait of a former leader by halving an image and recreating the missing half using pencil.	Pupils will create a painting of a rainforest scene by effectively mixing tertiary colours and exploring different shades and tones.	
LKS2 Cycle B	Topic	<b>Digital media</b>	<b>Sculpture</b>	<b>Mixed Media</b>	<b>Drawing</b>	<b>Textiles</b>	<b>Painting</b>
	Enquiry Question	How can I create street art inspired by David Zinn and Sandrine Boulet?	How can I create a transient sculpture inspired by Simon Beck?	How can I create a mixed media dragon eye inspired by Aubrey Brown?	How can I create a self-portrait inspired by the work of Rembrandt?	How can I create an applique representation of the Iron Man?	How can I create a painting inspired by David Hockney?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore the work of David Zinn and Sandrine Boulet.</li> <li>To embellish existing images.</li> <li>To capture an image and create a street art piece.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of Simon Beck.</li> <li>To explore making marks and patterns in a transient medium.</li> <li>To create a transient sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of Aubrey Brown.</li> <li>To use oil pastels to create a dragon's eye.</li> <li>To use a collage technique to create scales around my dragon's eye.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of Rembrandt.</li> <li>To use hard and soft pencils to draw facial features.</li> <li>To draw a self-portrait using hard and soft pencils.</li> </ul>	<ul style="list-style-type: none"> <li>To explore ideas for a sculpture using everyday materials.</li> <li>To add material to sculptures to create texture and strength.</li> <li>To complete and evaluate our sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse paintings and give thoughts and opinions.</li> <li>To experiment with brush strokes, colours and shapes.</li> <li>To create a Hockney-like painting.</li> </ul>
End Point	Pupils will create a street-art style image, by capturing a photograph of a natural feature and embellishing this.	Pupils will create a transient sculpture by creating repeating patterns in flour.	Pupils will create a mixed media dragon eye piece with an oil pastel centre surrounded by collage scales.	Pupils will create a pencil portrait of themselves as the accidental prime minister. They will focus on expression and positioning of facial features.	Pupils will create an applique representation of the iron giant by stitching pieces of fabric onto a background.	Pupils will create a painting on the theme of water.	

**ART**

	Topic	Painting: Technique Development	Painting: Technique Development	Drawing: Perspective	Drawing: Perspective	Textiles: Embroidery	Textiles: Embroidery
UKS2 Cycle A	Enquiry Question	How can I create a representation of an aspect of space inspired by the work of contemporary spray paint artists and their galaxy-inspired pieces?	How can I create a representation of an aspect of space inspired by the work of contemporary spray paint artists and their galaxy-inspired pieces?	How can I create a perspective window drawing?	How can I create a perspective window drawing?	How can I use textiles techniques to create an image?	How can I use textiles techniques to create an image?
	End Point	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.</li> <li>To explore acrylics and the 3D properties of this media.</li> <li>Pupils will use different types of paint in a variety of ways to create a representation of an aspect of space.</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.</li> <li>To explore acrylics and the 3D properties of this media.</li> <li>Pupils will use different types of paint in a variety of ways to create a representation of an aspect of space.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the vanishing point, horizon line and the lines of perspective in each image.</li> <li>To draw the inside of the apartment using the technique of perspective drawing.</li> <li>To add shading and a sense of mood to my perspective drawing.</li> <li>To add colour on a focused point.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the vanishing point, horizon line and the lines of perspective in each image.</li> <li>To draw the inside of the apartment using the technique of perspective drawing.</li> <li>To add shading and a sense of mood to my perspective drawing.</li> <li>To add colour on a focused point.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the history of embroidery and identify different types of stitching.</li> <li>To develop understanding of the method of tie- dye.</li> <li>To practice a range of stitches.</li> <li>To add stitching to add detail to my final piece.</li> <li>To analyse and evaluate my final piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the history of embroidery and identify different types of stitching.</li> <li>To develop understanding of the method of tie- dye.</li> <li>To practice a range of stitches.</li> <li>To add stitching to add detail to my final piece.</li> <li>To analyse and evaluate my final piece of work.</li> </ul>
		Pupils will use different types of paint in a variety of ways to create a representation of an aspect of space.	Pupils will use different types of paint in a variety of ways to create a representation of an aspect of space.	Pupils will create a perspective window piece showing the inside of an apartment and an external scene with creature.	Pupils will create a perspective window piece showing the inside of an apartment and an external scene with creature.	Pupils will create an embroidery hoop image of a mechanical animal, using printing techniques to add detail, and incorporating 3D aspects using glue and thread.	Pupils will create an embroidery hoop image of a mechanical animal, using printing techniques to add detail, and incorporating 3D aspects using glue and thread.
UKS2 Cycle B	Topic	Mixed media	Mixed media	Drawing	Drawing	Sculpture	Sculpture
	Enquiry Question	How can I create a mixed media piece inspired by the work of Tom Porta?	How can I create a mixed media piece inspired by the work of Tom Porta?	How can I create an atmospheric drawing based on the work of Henry Moore in WW2?	How can I create an atmospheric drawing based on the work of Henry Moore in WW2?	How can I create a kinetic sculpture using found materials?	How can I create a kinetic sculpture using found materials?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explore the work 'Icarus' by Tom Porta.</li> <li>To explore the properties of different media.</li> <li>To create a mixed media piece inspired by the work of Tom Porta.</li> <li>To evaluate the final piece.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work 'Icarus' by Tom Porta.</li> <li>To explore the properties of different media.</li> <li>To create a mixed media piece inspired by the work of Tom Porta.</li> <li>To evaluate the final piece.</li> </ul>	<ul style="list-style-type: none"> <li>To represent light and shadow to create the illusion of 3D shape.</li> <li>To draw from life, taking notice of shade and tone.</li> <li>To create a still life drawing, paying attention to shade and tone.</li> <li>To draw negative space.</li> <li>To create a line drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To represent light and shadow to create the illusion of 3D shape.</li> <li>To draw from life, taking notice of shade and tone.</li> <li>To create a still life drawing, paying attention to shade and tone.</li> <li>To draw negative space.</li> <li>To create a line drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range of artists who have created sculpture using found objects.</li> <li>To be able to use a range of drawing techniques and skills.</li> <li>To explore a range of 'junk' materials and joining techniques.</li> <li>To create an abstract sculpture using found objects and mechanical components.</li> <li>To write and present a rationale.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range of artists who have created sculpture using found objects.</li> <li>To be able to use a range of drawing techniques and skills.</li> <li>To explore a range of 'junk' materials and joining techniques.</li> <li>To create an abstract sculpture using found objects and mechanical components.</li> <li>To write and present a rationale.</li> </ul>
	End Point	Pupils will create a mixed media piece inspired by the work of Tom Porta.	Pupils will create a mixed media piece inspired by the work of Tom Porta.	Pupils will create an atmospheric drawing based on the work of Henry Moore in WW2.	Pupils will create an atmospheric drawing based on the work of Henry Moore in WW2.	Pupils will create a kinetic sculpture using found materials.	Pupils will create a kinetic sculpture using found materials.